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LINGUISTICS AND READING, A SELECTIVE ANNOTATED BIBLIOGRAPHY FOR TEACHERS OF READING.

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AN ANNOTATED BIBLIOGRAPHY OF BOOKS, ARTICLES, BIBLIOGRAPHIES, AND STUDIES IN LINGUISTICS COMPILED BY THE CENTER FOR APPLIED LINGUISTICS FOR TEACHERS OF READING IS PRESENTED. THE MATERIALS ARE LISTED CHRONOLOGICALLY IN THREE GROUPS--PART 1, 1942-66, GENERAL REFERENCES REFLECTING THE THINKING OF LINGUISTS ABOUT LANGUAGE, ITS DEVELOPMENT AND GROWTH IN THE CHILD, AND RELATIONSHIPS BETWEEN SPEECH, PRINT, AND THE READING PROCESS, PART 2, 1960-66, REFERENCES DEALING WITH SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH OFTEN ASSOCIATED WITH THE SCHOOL PROBLEMS OF DISADVANTAGED YOUTH, AND PART 3, 1945-65, A LIMITED NUMBER OF REFERENCES TO THE SPECIAL ENGLISH LANGUAGE PROBLEMS OF SPEAKERS OF OTHER LANGUAGES, INCLUDING SOME MATERIAL ON TESTING ENGLISH LANGUAGE PROFICIENCY. BECAUSE LITTLE WORK HAD BEEN DONE ON THE READING PROBLEMS OF SPEAKERS OF A DIVERGENT DIALECT OR OF A FOREIGN LANGUAGE, PARTS 2 AND 3 OF THE BIBLIOGRAPHY CONTAIN A FEW REFERENCES DEALING SPECIFICALLY WITH READING. REFERENCES TO OTHER BIBLIOGRAPHIES PUBLISHED BY THE CENTER ARE INCLUDED IN PART 3. AN ALPHABETICAL INDEX OF AUTHORS IS PROVIDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE EDUCATION AND RESEARCH PROGRAM, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVE., N.W., WASHINGTON, D.C. 20036. SINGLE COPIES ARE FREE, ADDITIONAL COPIES ARE $0.25 EACH. (LS)

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OFFICE OF EDUCATION

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PREFACE

IN JANUARY 1963, a Winter Study Group on Reading met at Indiana University under U.S. Office of Education auspices. This group, consisting mostly of linguists and psychologists, met to consider the kinds of contributions their respective disciplines might make to the teaching of reading, chiefly in the elementary school. Among their many recommendations for research, for continued interdisciplinary collaboration, and for teacher training, was the suggestion that a bibliography on linguistics, selected to be most useful to teachers of reading, be compiled by the Center for Applied Linguistics, one of the conference organizers, and made part of the final report of the proceedings. This was done, and a limited number of copies of the resulting "Selected and Annotated Linguistics Reading List for Teachers of Reading" was also informally distributed by the Center. Interest in applications of linguistics to the teaching of reading has continued to grow in the two years since that list was formulated, and this growing interest has been matched by the publication of much new material, greatly complicating the task of selection and annotation. The present list revises, expands and updates the 1963 version, and extends its chronological format to each of three parts: (1) general references reflecting the thinking of linguists about language, its development and growth in the child, and relationships between speech, print, and the reading process; (2) references dealing with the special language problems of speakers of non-standard varieties of English, often associated with the school problems of disadvantaged youth; (3) a limited number of references to the special English language problems of speakers of other languages, including some material on testing English language proficiency. Parts 2 and 3 contain but few references that deal specifically with reading, because so little work has been done on the reading problems of speakers of a divergent dialect or of a foreign language. Yet the reading teacher regularly finds such speakers in the classroom, intermingled with children who speak standard English. It is hoped that the more general language references included here will help the teacher understand their reading difficulties. Part 3 includes references to other bibliographies published by the Center for Applied Linguistics, for the teaching of English as a foreign language has been a central concern of the Center since its founding in 1959.

Linguists have felt, first and foremost, that teachers who are concerned with developing reading proficiency in children should know something of the systematic nature of language, its sounds, forms and constructions so that they might better take into account the already well-developed language system the child controls as he enters school. Linguists have felt, further, that teachers should be aware of how writing systems work, of differences between ways of talking and ways

of writing and of the regional and social bases of these differences, so that they might more clearly assess the learner's difficulties as he works more and more with written materials. Linguists have felt, consistently enough, that teaching materials should reflect this kind of knowledge. But it is obvious that this is not the only kind of knowledge that teachers should have and that teaching materials should reflect. Improvements in reading instruction can evolve only from a thorough understanding and integration of the contributions of all the relevant scholarly disciplines, tested and modified by experienced teachers as they observe their students in action under practical classroom conditions. The primary orientation of most references in the present compilation is linguistic, but many items are included which offer perspectives from other disciplines, including psychology, anthropology and education.

We wish to express here our appreciation for valuable suggestions made by members of the Joint Committee on Linguistics and Reading of the National Council of Teachers of English and the International Reading Association (Priscilla Tyler, University of Illinois, Chairman). The assistance of Carol Kreidler of the Center's English Program in checking the entries in Part 3 and Allene Guss and Frank Rice for final preparation of the manuscript is likewise gratefully acknowledged.

Alfred S. Hayes

James Broz, Jr.

Education and Research Program, Center for Applied Linguistics

August 1966

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PART I: GENERAL REFERENCES

1942 Leonard Bloomfield, "Linguistics and Reading," The Elementary English Review, XIX, April-May, 1942, pp. 125-130, 183-186. Reprinted in Language Learning, Vol. 5, 1955, pp. 94-107, and as Chapter IV of Bloomfield and Barnhart, Let's Read, A Linguistic Approach (see 1961 below).

1951 Jurgen Ruesch and Gregory Bateson, Communication, New York, W.W. Norton Co., 1951. See especially Chapter 11, "Individual Group and Culture: A Review of the Theory of Human Communication," pp. 273-289.

Describes levels of communication in relation to language in culture.

1952 John B. Carroll, The Study of Language, Cambridge, Massachusetts, Harvard University Press, 1952. Chapter II, "The Science of Linguistics," and especially Chapter VI, "Language and Education."

A leading scholar trained in both psychology and linguistics presents in Chapter VI a sober evaluation of the role of linguistics in reading instruction.

1953 Robert A. Hall, Jr., "Descriptive Linguistics and the Teaching of English," Education, February, 1953, Vol. 73, No. 6, pp. 360-367.

A linguist compares usage and style as seen from a traditional point of view and a linguistic point of view.

1954 Norman A. McQuown, "Language-Learning from an Anthropological Point of View," Elementary School Journal, March, 1954, Vol. LIV, No. 7, pp. 402-408.

Introduces dialect problems within children's language which help or hinder learning to read or write.

1955 James P. Soffietti, "Why Children Fail to Read: A Linguistic Analysis," Harvard Educational Review, Spring, 1955, Vol. 25, No. 2, pp. 63-84.

Defines phoneme, morpheme and sound-spelling correspondences and discusses their relations to reading ease or difficulty.

1956 John Lotz, "Linguistics: Symbols Make Man," in Frontiers of Knowledge, L. White, Jr., (ed.), New York, Harper & Brothers, 1956, pp. 207-31. Reprinted in Psycholinguistics, Sol Saporta, (ed.), New York, Holt, Rinehart & Winston, 1961, pp. 1-15.

The nature, function, and description of language. Technical terms are carefully and clearly defined.

1956 Paul Roberts, Teacher's Guide to Patterns of English, New York, Harcourt Brace & Co., 1956.

A textbook for English courses, based upon a modern linguistic analysis of English grammar, without elaborate theoretical or technical apparatus.

1957 Donald J. Lloyd and Harry R. Warfel, "The Way to Read by Structures," American English in Its Cultural Setting, New York, Alfred A. Knopf, 1957. Chapter 25, pp. 404-423.

Identification of structure words which serve as markers of word groups. Compare with Carl Lefevre's "Structure Words," Chapter 6, pp. 119-142, in Linguistics and the Teaching of Reading, below, 1964.

1958 Jean Berko, "The Child's Learning of English Morphology," Word, Vol. 14, 1958, pp. 150-177. Reprinted in Psycholinguistics, Sol Saporta, (ed.), New York, Holt, Rinehart & Winston, 1961, pp. 359-375.

A good example of how a psychologist with linguistic training studies language development in the child.

1958 Roger Brown, Words and Things, Glencoe, Illinois, The Free Press, 1958. Chapter II, pp. 57-80.

In this chapter, called "The History of Writing and a Dispute about Reading," a leading psychologist who has studied linguistics extensively reviews disputes about reading and makes some recommendations which further research may confirm or modify.

1958 W. Nelson Francis, The Structure of American English, New York, Ronald Press, 1958. Chapter I, "Language and Linguistics," and Chapter VIII, "Writing it Down: Graphics."

Fairly technical, with lots of detail; Chapter IX, "The Dialects of American English," by Raven I. McDavid, Jr., is an excellent introduction to dialect geography.

1959 Jean Piaget, The Language and Thought of the Child, London, Routledge & Kegan Paul, 3rd ed., 1959. Esp. Chapter VI, "The Measure of Ego-Centric Language in Verbal Communication Between the Adult and the Child, and in Verbal Exchanges Between Children," pp. 239-281.

Demonstration of the differences in the form and content of childrens' conversations during the ages three through seven.

1960 A.F. Watts, The Language and Mental Development of Children, London, George G. Harrap & Co., 1960.

A comprehensive review of growth patterns in relation to thought, speech, writing, and reading. See esp. Chapter II, "Growth in Vocabulary," pp. 31-60, and Chapter IV "The Ability to Read," pp. 89-118.

1960 John B. Carroll, "Language Development in Children," Encyclopedia of Educational Research, New York, The MacMillan Company, 1960, pp. 744-752. Reprinted in Psycholinguistics, Sol Saporta, (ed.), New York, Holt, Rinehart & Winston, 1961, pp. 331-342.

A good summary to 1960.

1961 Leonard Bloomfield and Clarence Barnhart, Let's Read, A Linguistic Approach, Detroit, Wayne State University Press, 1961.

This book offers the views and suggested instructional materials of an eminent linguist, written some twenty-five years ago (1937-42). See the important review by Henry Lee Smith, Jr., 1963, below.

1961 H.A. Gleason, Jr., An Introduction to Descriptive Linguistics, New York, Holt, Rinehart & Winston, Rev. ed., 1961. Chapters I, XXV, XXVI.

A widely used introductory textbook on linguistics. The chapters indicated (Language, Writing Systems, Written Languages) are basic to an understanding of the relationships between language, speech, and writing.

1961 Robert A. Hall, Jr., Sound and Spelling in English, Philadelphia, Chilton Books, 1961.

Relationships between the sounds of English and their graphic representations. See: Chapter 5, "Regularity and Irregularity in English Graphemics," and Chapter 6, "Regularity and Gradation in Teaching Reading and Spelling."

1961 John R. Pierce, Symbols, Signals, and Noise: The Nature and Process of Communication, New York, Harper Modern Science Series, 1961. See esp. Chapter VI, "Language and Meaning," pp. 107-124.

A distinguished scientist examines Chomsky's kernel sentence and grammatical forms in relation to meaning, word recognition, and speech.

1962 Eleanor J. Gibson, et al., "The Role of Grapheme-Phoneme Correspondence in the Perception of Words," American Journal of Psychology, Vol. LXXV, December, 1962, pp. 554-570.

A clearly described experiment demonstrates the relevance of spelling-sound correspondence to reading.

1962 Ruth G. Strickland, The Language of Elementary School Children, Indiana University, 1962, Bulletin of the School of Education, Indiana University, July, 1962, Vol. 38, No. 4.

A ground-breaking study. Modern techniques of analysis are used to describe the grammatical constructions actually used by children when they talk, as a basis for comparison with those used in basal readers.

1962 Ruth H. Weir, Language in the Crib, The Hague, Mouton & Co., 1962.

A linguist records and analyzes pre-sleep monologues of a two-and-one-half year old boy to determine correspondences between phonological, grammatical, lexical, and functional skills of baby talk and mature English.

1963 Emmett Albert Betts, "Reading: Linguistics," Education, May, 1963, pp. 515-526.

A reading specialist reviews contributions of linguistics.

1963 Morton W. Bloomfield and Leonard Newmark, A Linguistic Introduction to the History of English, New York, Alfred A. Knopf, 1963. Chapters I and II, pp. 3-19, 26-35.

These chapters present a non-technical language many of the assumptions about language on which linguists base their practical recommendations.

1963 John B. Carroll, "The Analysis of Reading Instruction: Perspectives from Psychology and Linguistics," Chapter XV, Yearbook of the National Society for the Study of Education, 1963.

More technical than Carroll 1952, this article is very important, reflecting recent developments in linguistics and psychology.

1963 Dolores Durkin, "Linguistics and the Teaching of Reading," The Reading Teacher, March, 1963, Vol. 16, No. 5, pp. 342-346.

Considers research contributions which the linguist can make on behalf of the reading teacher.

1963 Susan M. Ervin and Wick R. Miller, "Language Development," Yearbook of the National Society for the Study of Education, 1963.

An important article with an extensive bibliography.

1963 W. Nelson Francis, "Language, Speech and Writing." A Workpaper prepared for the Winter Study Group on Reading, Indiana University, January 1963. Available from the Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Offers theoretical models of the reading process.

1963 Charles Carpenter Fries, Linguistics and Reading, New York, Holt, Rinehart & Winston, 1963.

Highlights are: a brief account of the history of reading instruction and of linguistic science, a linguistically-based description of the reading process, and the author's view of methodological implications.

1963 Walter Loban, The Language of Elementary School Children, (National Council of Teachers of English, Research Report No. 1), Champaign, Illinois, National Council of Teachers of English, 1963.

Presents results of 7 years' study of language arts skills of a representative group of 338 kindergarten children through 6th grade. Important reading for the methods used by the author in analysing and describing the language of children.

1963 William G. Moulton, "Linguistics," in The Aims and Methods of Scholarship in Modern Languages, James Thorpe, (ed.), New York, Modern Language Association, 1963, pp. 1-21.

A review of the theories and methods of linguistic analysis of language.

1963 Henry Lee Smith, Jr., "Review of Bloomfield-Barnhart, Let's Read, A Linguistic Approach," Language, Vol. 39, January-March, 1963, pp. 67-87.

A thoughtful review by a well-known linguist, with many updating comments.

1963 Robert B. Tabachnick, "Linguistics and Reading," in Reading and Language Arts, (Proceedings of the Annual Conference on Reading, Alan H. Robinson, (ed.), University of Chicago, 1963) Chicago, University of Chicago Press, Vol. 25, Chapter IX, pp. 98-105.

Reviews basal reading programs in relation to linguistic methods introduced by Bloomfield-Barnhart's Let's Read and Carl Lefevre's meaning-bearing patterns approach in Linguistics and the Teaching of Reading, 1964, (below). Interesting comments follow by Paul A. Witty, Thomas J. Creswell, and Raven I. McDavid, Jr., on pp. 106-112.

1963 "What is a Scientific Linguist?" The Linguistic Reporter, February, 1963.

A compact statement of what a linguist is and does.

1963 Rosemary Wilson and Helen G. Lindsay, "Applying Linguistics to Remedial Reading," The Reading Teacher, May, 1963, pp. 452-455.

Reports results of using Bloomfield-Barnhart's Let's Read in a class of seventh grade boys and girls whose reading skills are second grade or below.

1964 Robert L. Allen, "Better Reading Through the Recognition of Grammatical Relations," The Reading Teacher, December, 1964, Vol. 18, No. 3, pp. 194-198.

Reviews the problems of teaching grammar with applications to reading problems.

1964 Roger Brown and Ursula Bellugi, "Three Processes in the Child's Acquisition of Syntax," in New Directions in the Study of Language, Eric H. Lennenberg, (ed.), Cambridge, Massachusetts, M.I.T. Press, 1964, pp. 131-161.

A penetrating, distributional analysis of noun/verb utterances of two children, a boy of 27 months and a girl of 18 months, serves as a key in approaching the teaching of reading during the initial phase.

1964 Charles A. Ferguson, "Baby Talk in Six Languages," American Anthropologist, Vol. 66, No. 6, Pt. 2, December, 1964, pp. 103-114.

Demonstrates common correspondences in a comparative study of phonology, grammar, and vocabulary.

1964 Kenneth S. Goodman, "The Linguistics of Reading," The Elementary School Journal, April, 1964, pp. 355-361.

Reviews phonic, phonetic, and phonemic approaches to the teaching of reading.

1964 Robert A. Hall, Jr., Introductory Linguistics, Philadelphia, Chilton Books, 1964.

Esp. Part III: Writing and Language, pp. 263-273.

1964 Carl E. Lefevre, Linguistics and the Teaching of Reading, New York, McGraw-Hill, 1964.

Analysis of word order, intonation, class and structure words, and sentence patterns in relation to reading and writing. See also: "The Sounds and Tunes We Read By," in New Dimensions in Reading (A Report of the Nineteenth Annual Conference and Course on Reading at the University of Pittsburgh, July, 1963), Pittsburgh, Pennsylvania, University of Pittsburgh Press, 1963, pp. 61-68, and "Linguistics and the Teaching of Reading," in Report of the Sixteenth Annual Round Table Meeting on Linguistics and Language Studies, Charles W. Kreidler, (ed.), Washington, D.C., Georgetown University Press, No. 18, 1965, pp. 139-147.

1964 Jacob Ornstein and William W. Gage, The ABC's of Languages and Linguistics, Philadelphia, Chilton Books, 1964.

Discusses languages and linguistics in non-technical language. Among others, see Chapter 5, "How We Sound," Chapter 6, "The Structure of Language," and Chapter 7, "How the Earth Dweller Writes."

1964 Nila Banton Smith, Reading Instruction for Today's Children, Englewood Cliffs, New Jersey, Prentice-Hall, 1964.

See pp. 88-95 for overview of what a linguist is and how linguistics is related to reading instruction. Includes also brief discussion of linguistically oriented classroom approaches.

1964 Russell G. Stauffer, (ed.), "Linguistics and Reading," The Reading Teacher, December, 1964, Vol. 18, No. 3, pp. 170-248.

The entire issue is devoted to one topic.

1964 Ruth G. Strickland, "The Contribution of Structural Linguistics to the Teaching of Reading, Writing, and Grammar," Bulletin of the School of Education, Indiana University, January, 1964, Vol. 40, No. 1.

Review of basic linguistic assumptions related to teaching language arts. See, "Linguistics and the Teaching of Reading," pp. 9-14, which characterizes the stages of reading progress in relation to the contributions made by Bloomfield, Fries, and Pitman.

1965 Emmett Betts, (ed.), "The Impact of Linguistics on Language Arts," Education, November, 1965, Vol. 86, No. 3, pp. 131-165.

In "A Concise Structural Grammar," Carl A. Lefevre reviews those features in language which are related to reading and writing. Roderick A. Jacobs provides "A Short Introduction to Transformational Grammar." David E. Bear presents the history of alphabetic, phonic, and linguistic research in "Developing the Grapheme-Phoneme Relationship." In "Psycholinguistics and the Reading Problem," John McNeil defines a psycholinguist and discusses the role of the psycholinguist in providing tools for reading teachers.

1965 Edward C. Carterette and Margaret H. Jones, Contextual Constraints in the Language of the Child, Los Angeles, University of California Press, 1965.

Describes, compares, and contrasts verbal learning behavior of 6th graders with adults. Though primarily concerned with the influence of language redundancy in causing difficulties in learning to read, this carefully detailed study reveals that differences between spoken and written language are profound indeed.

1965 H.A. Gleason, Jr., Linguistics and English Grammar, New York, Holt, Rinehart & Winston, 1965. See Chapter 8, "Structure Signals," pp. 168-194.

In Chapter 8 the author describes how reading for meaning is influenced by word order and function, stress and intonation, and the parts of speech.

1965 Kellogg W. Hunt, Grammatical Structures Written at Three Grade Levels, (National Council of Teachers of English, Research Report No. 3), National Council of Teachers of English, Champaign, Illinois, 1965.

Pilot study of the writings of 4th, 8th, and 12th graders for purpose of pin-pointing growth patterns of grammatical structures.

1965 Jean Pival and George Faust, "Toward Improved Reading Instruction," Elementary English, December, 1965, pp. 861-865.

A reading expert and a linguist briefly describe changes of pronunciations of structure words caused by shifting stress patterns.

1965 H. Alan Robinson, (ed.), Recent Developments in Reading, (Proceedings of the Annual Conference on Reading held at the University of Chicago, 1965) Chicago, University of Chicago Press, 1965, Vol. 27.

See especially Rosemary G. Wilson, "A Beginning Reading Program Based Upon Linguistic Principles," pp. 122-125; Janet A. Emig, "Grammar and Reading," pp. 125-129; Sumner Ives, "Syntax and Meaning," pp. 129-133 and the important review article by William F. Marquardt (Part II, 1965, below).

1965 Julia A. Sableski, "A Selective Annotated Bibliography on Child Language," The Linguistic Reporter, Vol. VII, No. 2, April, 1965.

A list of books and articles, American and foreign, which describes and analyzes language acquisition by children.

1966 Thomas G. Devine, "Linguistic Research and the Teaching of Reading," Journal of Reading, March, 1966, Vol. 9, No. 4, pp. 273-277.

Contributions of linguistic research to the teaching of reading after the initial learning-to-read level.

1966 Doris R. Entwisle, Word Association of Young Children, Baltimore, Maryland, The Johns Hopkins Press, 1966. Esp. Chapter 6, "Socioeconomic, Rural-Urban, and Subcultural Differences," pp. 86-102.

A carefully controlled, computer assisted analysis to determine linguistic development process of children, ages four through eleven.

1966 Walter Loban, Problems in Oral English, (National Council of Teachers of English Research Report No. 5). Champaign, Illinois, National Council of Teachers of English, forthcoming, 1966.

1966 Priscilla Tyler, (ed.), Institute VI, "Linguistics and Reading," (Highlights of the Pre-Convention Institutes, Detroit, Michigan, May, 1965, Leonard Courtney, F.S.C., General Chairman and Editor), Newark, Delaware, International Reading Association, 1966.

Among others, David W. Reed, in a two-part article, reviews, "A Theory of Language, Speech, and Writing," pp. 4-14, and "Linguistic Form as a Set of Morphological Variants in Speech: Morphophoneme," pp. 15-25; and Charles C. Fries reviews "English Spelling Patterns Since 1550: The Basis of a Different Approach to Reading," pp. 26-38.

PART II: READING PROBLEMS OF SPEAKERS OF DIVERGENT DIALECTS (INCLUDING THE PROBLEMS OF DISADVANTAGED YOUTH)

1960 Arthur J. Bronstein, The Pronunciation of American English, New York, Appleton-Century-Crofts, Inc., 1960.

Part One, "Our Language Today," explains how spoken language is analyzed, and how regional dialects of English differ.

1961 Basil Bernstein, "Social Class and Linguistic Development: A Theory of Social Learning," in Education, Economy and Society, A.H. Halsay, J. Floud, and C.A. Anderson, (eds.), New York, Free Press of Glencoe, 1961, pp. 288-314.

Describes the multi-faceted social, psychological, and linguistic bases of language in different parts of society, and discusses the problems connected with establishing a standard language.

1962 Martin Joos, The Five Clocks, (Indiana University Research Center in Anthropology, Folklore, and Linguistics, Publication 22), Bloomington, Indiana, 1962.

Analysis of usage and style of North American English.

1963 Donald J. Lloyd, "Sub-Cultural Patterns Which Affect Language and Reading Development," in Language, Linguistics, and School Programs, Bernard J. Weiss, Director, Champaign, Illinois, National Council of Teachers of English, 1963, pp. 37-54.

Demonstrates how intonation and grammar relate to the teaching of reading.

1963 Jean Malmstrom and Annabel Ashley, Dialects, U.S.A., Champaign, Illinois, National Council of Teachers of English, 1963.

Introduces methods and materials of linguistic geography, including definitions of terms and applications for use by teachers of language arts.

1964 Basil Bernstein, "Elaborated and Restricted Codes: Their Social Origins and Some Consequences," American Anthropologist, Part 2, Vol. 66, No. 6, December, 1964, pp. 55-69.

Discusses interrelationships "between social structure, forms of speech, and the subsequent regulation of behavior."

1964 John J. Gumperz and Dell Hymes, (eds.), The Ethnography of Communication, Vol. 66, No. 6, Part 2, pp. 1-186, printed in Menasha, Wisconsin, by the American Anthropological Association, 1964.

Contemporary anthropologists investigate communication and human behavior, including the structures, forms, and their interrelationships within society. See esp. "Linguistic and Social Interaction in Two Communities," by John J. Gumperz, pp. 137-153.

1964 Dell Hymes, (ed.), Language in Culture and Society: A Reader in Linguistics and Anthropology, New York, Harper and Row, 1964.

An anthropologist, through an extensive collection of articles, surveys linguistic problems connected with the study of speech and society. See esp. the landmark article by Leonard Bloomfield, "Literate and Illiterate Speech," pp. 391-396.

1964 Arno Jewett, Joseph Mersand, and Doris Gunderson, Improving English Skills of Culturally Different Youth, Washington, D.C. U.S. Department of Health, Education, and Welfare, 1964.

Introduces the nature and problem of educating slum children. Reference to specific programs, research, and the improvement of language skills.

1964 Albert H. Marckwardt, "Levels of Usage," and "The Areas of Linguistic Agreement," Hexagon, Vol. 1, No. 3, 1964, pp. 53-60, 61-70.

The first article reviews how ideas about usage are changing as a result of modern thinking about language. The second article describes basic linguistic assumptions in relation to language and language learning.

1964 Ravin I. McDavid, Jr., "Dialectology and the Teaching of Reading," The Reading Teacher, December, 1964, Vol. 18, No. 3, pp. 206-213.

The relation of social and regional dialects to the teaching of reading. Definitions of terms and implications of dialectology for the study of language.

1964 William A. Stewart, (ed.), Non-Standard Speech and the Teaching of English, Washington, D.C. Center for Applied Linguistics, 1964.

Two linguists explore the nature of the problem and an English teacher offers a solution.

1965 Beryl L. Bailey, "Toward a New Perspective in Negro English Dialectology," American Speech, October, 1965, Vol. XL, No. 3, pp. 171-177.

A linguist suggests that comparative analyses of some standard and non-standard Southern Negro speech overlook the historical and distinctive origins of each.

1965 Richard Corbin and Muriel Crosby, (Co-Chairmen), Language Programs for the Disadvantaged, (The Report of the NCTE Task Force on Teaching English to the Disadvantaged), Champaign, Illinois, National Council of Teachers of English, 1965.

Describes selected programs for teaching language and literacy in the U.S.A. Includes some present research and experimentation in this field. See esp., Walter Loban, "A Sustained Program of Language Learning," and Lee A. Pederson, "Social Dialects and the Disadvantaged," 1965, below.

1965 A. Bruce Gaarder, "Conserving Our Linguistic Resources," Publications of the Modern Language Association of America (PMLA), May, 1965, Vol. LXXX, No. 2, pp. 19-23.

An important article which attempts to clear away current fictions about alleged problems arising from bilingualism.

1965 A. Bruce Gaarder, (Chairman), Joshua A. Fishman, et al., "The Challenge of Bilingualism," in Foreign Language Teaching: Challenges to the Profession, (Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1965, G. Reginald Bishop, Jr., ed.), Princeton, New Jersey, Princeton University Press, 1965, pp. 57-101.

Written in the context of preserving bilingual resources in the United States, this article presents an extensive review of the relevant psychological research on bilingualism.

1965 H.A. Gleason, Jr., Linguistics and English Grammar, New York, Holt, Rinehart & Winston, 1965, Chapter 15, "Language Variation," pp. 353-375.

Considers both the social and regional basis for language variation as well as problems of bilingualism.

1965 Kenneth S. Goodman, "Dialect Barriers to Reading Comprehension," Elementary English, December, 1965, pp. 853-860.

Examines characteristics of divergent dialects relative to speech, grammar, and vocabulary. Suggests approach for teaching reading to learners with divergent language backgrounds.

1965 Walter Loban, "A Sustained Program of Language Learning," Language Programs for the Disadvantaged, (The Report of the NCTE Task Force on Teaching English to the Disadvantaged, Richard Corbin, Muriel Crosby, Co-Chairmen), Champaign, Illinois, National Council of Teachers of English, 1965, pp. 221-231.

Language of middle class and lower class children compared. Introduces practical approaches for handling dialect problems in disadvantaged areas.

1965 Raven I. McDavid, Jr., American Social Dialects, Champaign, Illinois, National Council of Teachers of English, 1965.

Brings together in one volume, "The Cultural Matrix of American English," Elementary English, January, 1965, and "American Social Dialects," College English, January, 1965.

1965 William F. Marquardt, "Linguistics and Reading Instruction: Contributions and Implications," in Recent Developments in Reading, H. Alan Robinson, (ed.), Chicago, University of Chicago Press, 1965, pp. 112-121.

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1945 Charles C. Fries, Teaching and Learning English as a Foreign Language, Ann Arbor, University of Michigan Press, 1945.

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1957 Robert Lado, Linguistics Across Cultures: Applied Linguistics for Language Teachers, Ann Arbor, University of Michigan Press, 1957.

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1957 Earl W. Stevick, Helping People Learn English, New York, Abingdon Press, 1957.

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1963 Ruth Strang, "Linguistically Handicapped: Learning English as a Second Language: A Theoretical Model," Exceptional Children, September, 1963, Vol. 30, No. 1, pp. 14-16.

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1965 Virginia French Allen, (ed.), On Teaching English to Speakers of Other Languages, National Council of Teachers of English, Series I, Champaign, Illinois, National Council of Teachers of English, 1965.

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A review of recent findings of English language proficiency tests.

For a more extensive listing of references for the teaching of English as a foreign language, see the following titles:

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